

Vocabulary Early Level to Fourth Level

Where are you? Assessments: If you have concerns speak to your Speech and Language Therapist.	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a	Background Research Education Endowment Foundation - Vocabulary Pre-Teaching Vocabulary
Teacher reflections -Do I provide children with a rich language environment both in vocabulary and grammar? -Do I give each child the opportunity to engage in turn taking discussions in a variety of contexts in a safe and secure environment? -Do I link words to similar words in other languages? -Do I read regularly to my class? -Do I regularly engage my class in rhymes and songs?	I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a / LIT 2-01a I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. ENG 1-03a can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-06a I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a / LIT 2-01a I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a / LIT 3-10a I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. LIT 3-01a / LIT 4-01a Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience. ENG 3-03a I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a / LIT 4-06a	Additional Needs Speech and Language Handouts If you have concerns speak to your Speech and Language Therapist. Schemes Interventions for talking: Words Up Key Messages Pre-teaching Vocabulary Teddy Talk Big Bear Banter Talk Boost Talk to LDO for a list of highland trainers.

Whole School Approach

Vocabulary (both receptive and expressive) is foundational to most aspects of literacy. Throughout the school, we must make a conscious effort to develop a child's ability to understand and use an increasing breadth and depth of vocabulary. This is done by exposing children and young people to a rich spoken environment as well as reading and hearing good quality text read frequently. Vocabulary is explicitly taught.

[Building Vocabulary for Better Literacy](#) [Developmental Overviews](#) [Developing a language rich environment](#) [Developing Sequence and Narrative](#)
[Three Tiers of Vocabulary](#) [Developing Vocabulary Across the Curriculum](#)

Emerging literacy (Early Level)	Developing Literacy (First Level and Second Level)	Expanding Literacy (Third Level and Fourth Level)
<ul style="list-style-type: none"> Vocabulary is planned for as part of medium term and short term planning – use the Pre-Teaching Vocabulary approach Vocabulary is modelled by adults across the environment. 	<ul style="list-style-type: none"> Vocabulary is planned for as part of medium and short term planning – use the Pre-Teaching Vocabulary Approach Link spelling with vocabulary development. 	Vocabulary is explicitly taught. Teachers guide young people through increasing depth of knowledge ensuring that prior knowledge is secure. As pupils grow in knowledge and can talk about their experiences and understanding in an expressive way, fluency usually follows in talking, reading and writing.

Classroom Environment:

Practitioners are always be conscious of modelling fluent speech, writing and reading and thinking aloud about how to improve it. They also catch pupils being fluent, illustrating what they are doing well and using them as role models.

[Oral Language Toolkit](#) [Language Rich Environments](#) [Speech and Language Handouts](#)

Classroom Resources:

[Words Up Key Messages](#)
[Pre-teaching Vocabulary](#)
[Teddy Talk](#) [Big Bear Banter](#)
[Blanks Language](#)

[Semantic Gradients](#) [Morphing Words](#)
[Morphological Awareness Progression](#)
[Morphological Awareness Information](#)

Vocabulary and Fluency in Talking		
Early Level – Emerging Literacy	First/second Level – Developing Literacy	Third/Fourth Level – Expanding Literacy
<p>Taken from Words Up Early Key Messages</p> <p>Play and Talk Together</p> <ul style="list-style-type: none"> Have fun playing, singing, and looking at books together. Make your words sound interesting. This helps your child to listen. <p>Pause and Wait</p> <ul style="list-style-type: none"> Wait (count to 10 in your head).... Give your child time to think and then tell you their idea. It can take children a long time to plan what to say. <p>Copy and Add Words</p> <ul style="list-style-type: none"> When you child says “it” or “that” say the word they meant. Then say the same word in a sentence. <p>Be Careful with Questions</p> <p>Don’t ask questions to teach new words. Instead say the words again and again in different sentences.</p> <p><u>Words Up EARLY Key Messages</u></p>	<p>Taken from Words Up Key Messages</p> <p>Repeat and Revisit</p> <ul style="list-style-type: none"> It is crucial that the adult explains and then repeats new vocabulary across a range of experiences. Children need to hear and experience a new word many times before they understand and use it. <p>Give Thinking Time</p> <ul style="list-style-type: none"> Wait...count to 7 in your head before saying something else. Encourage children to ask for clarification. It can take some children a long time to process, plan and do. <p>Use Gestures Meaningfully</p> <ul style="list-style-type: none"> Using gesture helps children to concentrate and reinforces new learning. When you use gesture, it gives more time for thinking. <p>Be Careful with Questions</p> <ul style="list-style-type: none"> It is important to balance comments with questions, particularly for new learning. Questions can develop problem solving when they are simple enough to understand. <p><u>Words Up PRIMARY Key Messages</u></p>	<p>Accuracy refers to how correct learners use of the language system is, including their use of grammar, pronunciation and vocabulary.</p> <p>Fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation and vocabulary.</p> <p>In third and fourth level, vocabulary is not just about knowing and using a large vocabulary. It is knowing how to use the vocabulary as a tool to express emotions, paint pictures in words, create suspense and humour.</p> <p>Understanding the meanings of parts of words can help us to make an ‘educated guess’ about the meanings of new and unusual words which we come across in spoken and written texts.</p>